

Personal, Social, Health and Economic Education 2025 - 2026

Curriculum Intent Statement

At Wroughton Academies, we believe that Personal, Social, Health and Economic (PSHE) education is fundamental to every pupil's development, helping them become confident and happy citizens. Our curriculum covers a wide range of topics, including mental and physical wellbeing, healthy relationships, living in the wider world, staying safe in our local environment, digital literacy, online safety, and economic literacy, which has been adapted to the context of our school.

Through this curriculum, we aim to equip children with the skills, knowledge, and attributes necessary to thrive in the future. We enable pupils to develop their sense of self-worth and sense of belonging by encouraging them to play a positive role in contributing to school life and the wider community. Learning about the emotional and social aspects of growing up gives pupils the tools and positive values to build safe and fulfilling relationships and to become independent and responsible members of society.

Our PSHE curriculum supports pupils in developing their aspirations and passions, while also equipping them with the knowledge and skills to make informed decisions about their health, wellbeing and safety. This strong foundation, coupled with building resilience and confidence, prepares pupils to navigate challenges, supporting both their personal fulfilment and academic success.

At the heart of our PSHE programme is our school mission: *"Through the highest expectations, we ensure that children have the knowledge, understanding, and skills to be confident and successful."* We aim to promote this vision and values, ensuring all members of the school community can live and share them together.

ELGs related to Subject and Topics

Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

		Topic	Year 1		Topic	Year 2	
Autumn	HT1	Families and friendships Safe relationships	<p>What children will learn:</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> • About the roles of different people in families • About feeling cared for within families • About the importance of telling someone if they are worried about something in their family. <p>Safe relationships</p> <ul style="list-style-type: none"> • About other people’s feelings • About what it means to keep something private, including parts of the body. 	<p>What children will be able to do</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> • Talk about people in their family • Identify ways which people show they care. <p>Safe relationships</p> <p>Talk about things that make people happy, sad, angry, frustrated, proud, Sing the pantasaurus song</p>	Families and friendships Safe Relationships	<p>What children will learn:</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> • About how to make friends • What causes arguments • To recognise when and how to ask for help from trusted adults <p>Safe relationships</p> <ul style="list-style-type: none"> • How to recognise and what to do about hurtful behaviour, including online 	<p>What children will be able to do</p> <p>Families and Friendships</p> <p>They will role play: inviting people to play, sharing, asking for help, positively resolve arguments with friends. List their trusted adults.</p> <p>Safe relationships</p> <p>They will know how to ask for help from trusted adults. Role play saying no and asking for help.</p>
	HT2	Safe relationships (continued) Respecting ourselves and others	<p>What children will learn:</p> <p>Safe relationships (continued)</p> <ul style="list-style-type: none"> • About seeking permission to touch others (eg tickling,) 	<p>What children will be able to do</p> <p>Safe relationships (continued)</p> <p>Role play asking to hold someone’s hand and tickling with the answer being no. Role playing telling an adult about</p>	Safe relationships (continued)	<p>What children will learn:</p> <p>Safe relationships (continued)</p> <ul style="list-style-type: none"> • The importance of resisting pressure from peers • To know the difference between 	<p>What children will be able to do</p> <p>Safe relationships (continued)</p> <p>They will identify hurtful behaviour and differentiate this from bullying. They will know what to do about hurtful behaviour and bullying</p>

			<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • About how behaviour affects others • About being polite and respectful • About taking turns • About class rules 	<p>something someone is worried about.</p> <p>Respecting ourselves and others</p> <p>Give examples of what is kind and unkind behaviour. Role play telling someone to stop. Tell us what the school golden rules are and why we have them.</p>	Respecting ourselves and others	<p>happy surprises and harmful secrets.</p> <ul style="list-style-type: none"> • Identify bullying and what to do. <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • About how friends can have similarities and differences • How to share ideas and respect other's opinions 	<p>and know how to resist pressure.</p> <p>Respecting ourselves and others</p> <p>Role play working cooperatively. Identify similarities and differences between them and their peers. Explain/role play how to respond when someone has a differing opinion.</p>
Spring	HT3	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • About what rules are • About caring for others' needs • About looking after the environment <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • About why people use the internet 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Talk about why rules are important</p> <p>Identify own and others needs in pictures eg. Babies, refugees. Identify ways of looking after our local environment.</p> <p>Media literacy and Digital resilience</p> <p>Understand the benefits of using the internet and digital devices and how people find things out and communicate safely online.</p>	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • About being part of different groups and the role they play in these • About different rights and responsibilities • How people help others who live in our community <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • To know ways which people can use the internet. • To know that some content on the 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>About how a community can help people from different groups feel included.</p> <p>Recognise that we are all equal and ways in which they are the same and different to others in their community.</p> <p>Media literacy and Digital resilience</p> <p>Identify factual or entertaining content. Know how people access the internet. Information online might not always be true.</p>

						internet is for entertainment and other content is factual.	
	HT4	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> About why people use the internet About communicating online safely <p>Money and Work</p> <ul style="list-style-type: none"> About own strengths and interests About jobs in the community 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Talk about the need for an adult to supervise them when on devices, and talking to an adult if you they see something that worries them or makes them feel uncomfortable.</p> <p>Money and Work</p> <p>Understand how different strengths and interests are needed to do different jobs and about people whose job it is to help us in the community.</p>	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Money and Work</p> <ul style="list-style-type: none"> About what money is and different forms of paying Recognise the difference between needs and wants and prioritising where money is spent. 	<p>What children will be able to do</p> <p>Money and Work</p> <p>Identify different ways to buy things. What to do with money and choose the right things to buy. Understand that people get paid for doing their jobs. Sort needs and wants.</p>
Summer	HT5	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> What is means to be healthy and why About basic hygiene routines About people who help us stay healthy How to stay safe in the sun 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Use basic hygiene routines such as handwashing. Learn which foods are healthy and sugar intake. Identify different people's jobs who help us stay healthy.</p>	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> About routines for maintaining good physical and mental health Medicines including vaccinations help people stay healthy 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>They will know about dental health, vaccines, sleep and rest importance, ways to feel good, calm down or change their mood. Ways to help manage feelings associated with</p>

			<p>Growing and changing</p> <ul style="list-style-type: none"> To recognise own strengths, likes, dislikes, achievements, To understand how they are the same and different to others. 	<p>Top tips to stay safe in the sun.</p> <p>Growing and changing They will list things they are good at, things they dislike and how these things are the same or different to other people.</p>		<ul style="list-style-type: none"> How to describe and manage a range of feelings <p>Growing and changing</p> <ul style="list-style-type: none"> About the human life cycle Name body parts (penis, testicles, vulva, vagina) 	<p>change, loss and bereavement.</p> <p>Growing and changing Label parts of the body Explain the life cycle of the body and how as people grow older, their feelings, opportunities and responsibilities change.</p>
HT6	Growing and changing (continued) Keeping safe	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> To recognise feelings in themselves and others. <p>Keeping safe</p> <ul style="list-style-type: none"> To know why we have rules To know who they can tell if they are unhappy, worried, uncomfortable or scared 	<p>What children will be able to do</p> <p>Growing and changing (continued) They will talk about people's feelings and how to recognise them in other people. Discuss different behaviours and how they reflect feelings.</p> <p>Keeping safe They will be able to talk about rules they have at home and school. They will list their trusted adults.</p>	Growing and changing (continued) Keeping safe	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> About preparing to move to Key Stage 2 <p>Keeping safe</p> <ul style="list-style-type: none"> Recognise risks and keep themselves safe at home and the local environment. To call 999 in an emergency 	<p>What children will be able to do</p> <p>Growing and changing (continued) Write a letter to their new teacher telling them about themselves. They will identify goals for Year 3 and achievements in Year 2.</p> <p>Keeping safe Recognise risks at home, in the park and on the beach. Identify unsafe situations eg roads. Role play calling 999 and what to say.</p>	

		Topic	Year 3		Topic	Year 4	
Autumn	HT1	Families and friendships Safe relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> Recognise that there are different types of families. Families provide support, stability and love. Identify if/when something in a family might upset/worry someone. What to do if family relationships are making them worried, feel unsafe or uncomfortable. Safe relationships <ul style="list-style-type: none"> About what is appropriate to say/share with friends, including online About staying safe online 	What children will be able to do Families and Friendships Identify different family types and respect family choices. Identify ways that people show they love/care/support each other, as well as identify things that might make someone worried. Talk through what to do and the need to tell trusted adults if they feel unhappy/unsafe/uncomfortable Safe relationships They will explain what is ok to say/share online and what isn't, and what to do if this happens. Explain what basic strategies (eg passwords, adult supervision, etc) to use when online.	Families and friendships Safe Relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> About features of positive, healthy relationships and friendships. About knowing someone online differs from face-to-face and the risks involved. Safe relationships <ul style="list-style-type: none"> About the differences between playful teasing, hurtful behaviour and bullying. 	What children will be able to do Families and Friendships Explain what a positive, healthy relationship, family and friendship looks like. Role play building positive friendships in person. Explain the risks of communication with strangers online and what to do if they are worried. Safe relationships They will identify the differences between playful teasing, hurtful behaviour and bullying from scenarios.
	HT2	Safe relationships (continued) Respecting ourselves and others	What children will learn: Safe relationships (continued) <ul style="list-style-type: none"> About online bullying, the effects and consequences of this for all people involved. 	What children will be able to do Safe relationships (continued) Explain similarities and differences face-to-face and online. Explain effects and consequences of online bullying. What to do or who to tell if they see or	Safe relationships (continued) Respecting ourselves and others	What children will learn: Safe relationships (continued) <ul style="list-style-type: none"> About dares and peer pressure About risks online and reporting concerns About online bullying 	What children will be able to do Safe relationships (continued) Role play saying no to peer pressure to do dares that are dangerous, inappropriate or dares they don't want to do. Role play telling a

			<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> About respectful behaviours About polite behaviours 	<p>experience bullying or hurtful behaviour.</p> <p>Respecting ourselves and others</p> <p>Show respectful responses in the classroom, playground and in the community. Show how to treat other people in the wider community/cultures.</p>		<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> About differences between people About the importance of respecting and including everyone of every faith, race, gender, age, etc. 	<p>trusted adult. Explain how to report concerns online. Compare bullying to bullying online</p> <p>Respecting ourselves and others</p> <p>Explain differences like gender, faith, race and explain similarities and differences between themselves and others. List ways to show respect to people.</p>
Spring	HT3	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> About rules and laws and what happens if they are broken About human rights, and that every right has a responsibility. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> About how to use the internet responsibly. To recognise that images and information online can be altered How to recognise if something online is true or fake 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Explain the consequences of not following our golden rules or the law. Identify basic human rights and responsibilities.</p> <p>Media literacy and Digital resilience</p> <p>Explain the need to balance time on the internet with other hobbies. Identify age ratings of games and why they are rated this way.</p>	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> About the meaning and benefits of living in a community About how to show compassion and help others in need. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> Everything online has a digital footprint About how organisations use personal information 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Identify groups that work and volunteer in our community and reflect on what they as individuals do to support our local community.</p> <p>Media literacy and Digital resilience</p> <p>Match personal information to the advert, explain why organisations do this and what affect this might have on people.</p>

			<ul style="list-style-type: none"> Evaluate if a game or website is suitable 				
	HT4	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> To make safe, reliable choices from search engines How to report something that worries them online <p>Money and Work</p> <ul style="list-style-type: none"> Jobs in different sectors Common misconceptions and stereotypes in the workplace. Skills needed to do jobs 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Discuss how to report things online and tell a trusted adult.</p> <p>Money and Work</p> <p>List jobs and misconceptions/ stereotypes relating to them. Set goals. List job skills/attitudes needed.</p>	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> About how search results are ordered according to popularity and how this affects what people see. <p>Money and Work</p> <ul style="list-style-type: none"> How to keep track of spending/ budgets. How people spend money has positive and negative effects on themselves and others. 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Search the internet and compare results. Discuss why results are ordered in this way.</p> <p>Money and Work</p> <p>Compare spending and budgeting and explain why it is important to keep track of how much is being spent. Explain different ways to pay for things.</p>
Summer	HT5	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> About healthy and unhealthy choices Strategies to identify and discuss their feelings 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Identify habits that are healthy and unhealthy (food, sleep, exercise), explain what might negatively influence unhealthy choices, identify the impact of making healthy/ unhealthy choices. Recognise that feelings change over time</p>	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> About a wide range of factors which maintain a balanced, healthy lifestyle. About good physical and dental health 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Explain what good physical health means and how to recognise early signs of physical illness. Explain what to do if someone is unwell – doctor, 111, 999, pharmacy. Effects of foods, drinks and lack dental hygiene on teeth.</p>

			<p>Growing and changing</p> <ul style="list-style-type: none"> • That everyone is an individual and has unique and valuable contributions • About common challenges to self-worth 	<p>Growing and changing</p> <p>Explain basic strategies to manage and reframe setbacks. Explain what to do if things do not go to plan/are challenging.</p>		<p>Growing and changing</p> <ul style="list-style-type: none"> • About the physical and emotional changes during puberty. • Identify the external genitalia and reproductive organs. 	<p>Growing and changing</p> <p>Explain key facts about puberty including the menstrual cycle. How to discuss the challenges of puberty with a trusted adult.</p>
HT6	<p>Growing and changing (continued)</p> <p>Keeping safe</p>	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> • About strengths and weaknesses and that they form part of a person's identity. <p>Keeping safe</p> <ul style="list-style-type: none"> • About predicting, assessing and managing hazards at home, school, local environment and everyday situations 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Identify own strengths and interests and what they are proud of. Strategies to manage setbacks.</p> <p>Keeping safe</p> <p>Predict hazards walking to and from school, the beach, shopping, fireworks night, railways, etc. and explain how to minimise the risks.</p>	<p>Growing and changing (continued)</p> <p>Keeping safe</p>	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> • Importance of personal hygiene. <p>Keeping safe</p> <ul style="list-style-type: none"> • About medicines and the effects related to them. • Effects of taking everyday drugs. • How to ask for help or advice. 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Identify how to look after personal hygiene.</p> <p>Keeping safe</p> <p>They will list household medicines and drugs (cigarettes, vaping, alcohol) and the benefits and long-term risks of taking them.</p>	

		Topic	Year 5		Topic	Year 6	
Autumn	HT1	Families and friendships Safe relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> About peer influence About positive relationship behaviour About talking with a trusted adult and positively resolving disputes. Safe relationships <ul style="list-style-type: none"> About physical contact How to respond to wanted/unwanted physical contact 	What children will be able to do Families and Friendships Discuss what peer influence is, explain what positive relationships look like as well as negative. Identify our trusted adults and role play conflict-resolution. Strategies to manage peer pressure, resolve disputes and assertive communication.	Families and friendships Safe Relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> What it means to be attracted to someone and different kinds of loving relationships. About ways in which couples show their love and commitment to one another. That people have a right to choose who they marry on whether they get married. Safe relationships <ul style="list-style-type: none"> To compare the features of healthy and unhealthy friendships. The shared responsibility if someone is put under pressure to do something unsafe and something goes wrong. 	What children will be able to do Families and Friendships Explain ways in which people show each other they love each other, what positive relationships are and the qualities of healthy relationships. Explain that to force anyone into marriage is illegal and explain where to report forced marriage or ask for help if they're worried.
	HT2	Safe relationships (continued) Respecting ourselves and others	What children will learn: Safe relationships (continued) What to do about secrets that make them feel uncomfortable or worried	What children will be able to do Safe relationships (continued) Identify acceptable secrets (eg surprise party) and unacceptable secrets. Explain what they would do if they	Safe relationships (continued) Respecting ourselves and others	What children will learn: Safe relationships (continued) About how to assess the risk of different online challenges and dares.	What children will be able to do Safe relationships (continued) Explain what to do about challenges and dares. Explain what to do if someone does something that makes

			<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> Recognise prejudice and discrimination (racism, sexism, homophobia) Know that everyday should be included and treated fairly/equally. Identify bullying/harassment online of groups or individuals (eg trolling and harassment) 	<p>were asked to keep a secret (tell a trusted adult)</p> <p>Respecting ourselves and others</p> <p>Explain the importance of listening and responding respectfully to a wide range of people including groups who have beliefs different to their own. Define prejudice and discrimination. Explain why it is important to treat people fairly/equally.</p>		<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> About how to be a positive role model. About how to discuss issues respectfully and listen to other people's point of view. About how to constructively challenge points of view they disagree with. 	<p>him feel worried or uncomfortable.</p> <p>Respecting ourselves and others</p> <p>Explain how to discuss issues respectfully and listen to other points of view without interrupting, and how to then constructively challenge points. Explain ways to participate effectively in discussions online and manage conflict or disagreements.</p>
Spring	HT3	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> About the importance of protecting the local environment. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> To assess whether content online is fact, opinion or biased How to assess whether content is reliable or promotes stereotypes. 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Explain how resources are allocated and the importance of protecting the environment. Explain how everyday actions can either support or damage it.</p> <p>Media literacy and Digital resilience</p> <p>Identify different types of media and their different purposes. Assess whether content</p>	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> To differentiate between prejudice and discrimination. About acts of discrimination. About strategies to safely respond to and challenge discrimination. 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Define prejudice and discrimination in differentiate between them. List Acts of discrimination. Explain how to recognise stereotypes in different contexts. Explain how stereotypes are perpetuate it and how to challenge stereotypical behaviour.</p>

			<ul style="list-style-type: none"> Recognise that some media content promotes stereotypes 	online is fact, opinion or bias.		<p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> About the benefits of safe Internet. About how and why images online might be manipulated, altered or faked. About why people choose to communicate through social media and some other risks and challenges of doing so. 	<p>Media literacy and Digital resilience</p> <p>Explain how and why images online might be manipulated, alt or faked. And to recognise when images might have been altered. Explain why people choose to communicate through social media and that they have age restrictions and regulations for use to help keep people safe. Explain about sharing things online, including rules and laws relating to sharing. Content. Explain who our trusted adults are, as well as how to report inappropriate online contact or content.</p>
HT4	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> How to recognise unsafe or suspicious content online. <p>Money and Work</p> <ul style="list-style-type: none"> To identify jobs they might like to do in the future. 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Recognise unsafe or suspicious content online by looking for clues within the text.</p> <p>Money and Work</p> <p>Explain what might influence a person's</p>	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> About how online content can be designed to manipulate people's emotions. About how to recognise what is appropriate to share online. 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Explain. What children can share online and making sure that. Personal information is not included. Explain how 'trolls' can manipulate people's emotions. Explain how some people encourage people to read or share things on the Internet.</p>	

			<ul style="list-style-type: none"> • How or why someone might choose a certain career. • About stereotyping in the workplace, its impact and how to challenge it. 	<p>decision about a career or a job, including pay, working conditions, personal interests, strengths and qualities, family and values.</p> <p>Explain that there are varieties of routes into work, for example, college apprenticeships, university training.</p>		<ul style="list-style-type: none"> • About how to report inappropriate online contact or content. <p>Money and Work</p> <ul style="list-style-type: none"> • About the role that money plays in people’s lives. • About how companies encourage cross customers to buy things. • About how having or not having money can impact on a person’s emotions, health and well-being. • How to be a critical consumer. 	<p>Money and Work</p> <p>Explain if something is value for money purchase it. Explain about how savings/debt having might impact on a person's emotions, health and well-being. Explain the common risks associated with money, including debt fraud and gambling. Explain how money can be gained or loss, for example through scams, gambling. Explain how to get help if they are concerned about gambling or other financial risks.</p>
Summer	HT5	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • About sleep and sleep strategies. • Benefits of being outdoors. About managing risk in relation to sun exposure. • About bacteria and viruses which can affect health and how to prevent the spread. 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Create a good sleep routine. Explain different ways to minimise sun exposure to skin. Explain and recognise the shared responsibility of keeping a clean environment and everyday hygiene routines.</p>	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • That mental health is just as important as physical health and both need looking after. • How negative experiences such as bullying or feeling lonely can affect mental well-being. 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Identify positive strategies for managing feelings. Explain how people affected by mental ill health. Can be resolved with help and support. Identify how to ask for help and support with loss, grief, or other aspects of change or Ill mental health. Explain what to do if they are</p>

		<ul style="list-style-type: none"> Medicines can contribute to health and how allergies can be managed. <p>Growing and changing</p> <ul style="list-style-type: none"> About how to boost mood and improve emotional well-being. About personal identity and what contributes to it. 	<p>Growing and changing</p> <p>They will explain what personal identity is, including race, sex, gender, family, faith, culture, hobbies, likes and dislikes.</p> <p>Explain that for some people, their gender identity does not come correspond with their biological sex. Explain how to recognise, respect and express our individual, individuality and personal. qualities</p>		<ul style="list-style-type: none"> The importance of asking support from a trusted adult. <p>Growing and changing</p> <ul style="list-style-type: none"> To recognise some of the changes and choices they make as they grow up About what independence might be like. About how relationships may change as they grow up. 	<p>frightened or worried about something that they have seen or experienced.</p> <p>Growing and changing</p> <p>Explain about what being more independent look might look like, including how it might feel. Explain how relationships might change as we grow up. Identify the links between love committed relationships and growing up. Explain that one choice that people might make is to have a baby, and what the responsibilities of being a parent or carer are.</p>
HT6	<p>Growing and changing (continued)</p> <p>Keeping safe</p>	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> About puberty and changes. <p>Keeping safe</p> <ul style="list-style-type: none"> About when situations are becoming risky, unsafe, or an emergency. About positive risk taking and dangerous behaviour. 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Explain physical and emotional changes during puberty including menstruation and strategies to support this.</p> <p>Keeping safe</p> <p>Compare when situations are becoming risky unsafe or an emergency. Identify occasions which are positive risk taking and dangerous</p>	<p>Growing and changing (continued)</p> <p>Keeping safe</p>	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> About how to manage times of change and transition. About physical and emotional changes in puberty. Sexual intercourse and how pregnancy occurs. Contraception can prevent pregnancy. About the responsibilities of being and parent or carer. 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Explain how they will be going to. Their new high school. Discuss how the school day might be different to primary school. Identify positives of moving to high school. Explain changes which happen during puberty.</p>

			<ul style="list-style-type: none"> • How to respond to an emergency, including first aid and when to contact emergency services. 	<p>behaviour. Explain how to deal with common injuries. Explain how to respond in an emergency, including dialling 999.</p>		<p>Keeping safe</p> <ul style="list-style-type: none"> • Strategies for dealing with requests of personal information or images of themselves. • How to report the misuse of personal information or sharing of upsetting content or images online. • About the age rating systems for social media, TV, games and online gaming • About laws relating to drugs common to everyday life. Including nicotine, alcohol, iMessage, medicines. 	<p>Keeping safe</p> <p>Explain how to protect personal information online and how to speak to a trusted adult if requests are made. Explain what to do if they if they take share or come across an image where you which may upset, hurt or embarrass them or others. Explain what the risks and effects of different drugs are. Explain why people choose to use or not use drugs, including nicotine, alcohol and medicines.</p>
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